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When In Doubt, Art It Out: A Teacher's Guidebook To Arts Education Incorporation in the ESL Classroom

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University of San Francisco

**When in Doubt, Art it Out: A Guidebook to Arts Education
Incorporation in the ESL Classroom**

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Nissa Badard
May 2016

When in Doubt, Art it Out: A Guidebook to Arts Education Incorporation in the ESL Classroom

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

TABLE OF CONTENTS

	Page
Acknowledgements	iv
Abstract	v
Chapter I – Introduction	1
Statement of the Problem	1
Purpose of the Project	3
Theoretical Framework	4
Significance of the Project	6
Chapter II – Review of the Literature	8
Introduction	8
Content-based Instruction (CBI) Approach	9
Arts Education in Elementary Classrooms	11
Arts Education in the ESL Classroom	15
Summary	17
Chapter III – The Project and Its Development	19
Brief Description of the Project	19
Development of the Project	20
The Project	20
Chapter IV – Conclusions and Recommendations	21
Conclusions	21
Recommendations	22
References	24
Appendixes	45

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ABSTRACT

This thesis explores the relatively cast-aside world that is arts education. In it I review the literature on three topics: content-based instruction, arts education in the elementary classroom, and finally arts education in the ESL classroom. Based on the problems arts education integration meets I have come up with a project that fixes them and hopefully helps teachers, school boards and parents realize just how essential and easy arts education incorporation in the ESL classroom is.

CHAPTER I INTRODUCTION

Statement of the Problem

After reading several articles, thinking back on personal experience in school as well as watching many pop-culture TV shows and movies I have noticed, like many before me that there is a serious negative approach and opinion about arts education. What is arts education? Arts education includes the usage of music, painting/drawing, performing arts as well as dancing; they are more commonly known as music, visual arts, performing arts, and dancing. Many people believe that the arts cannot contribute in an effective academic and economic fashion our students (Alter, F; Hays, T; O'Hara, R, December 2009). They believe that more emphasis should be put on other subjects such as math and English. For example in Australia many teachers put too much importance on English and Math, which represents two out of six of the Key Learning Areas (KLA). Furthermore, too often is arts education a class apart. In the French school system each class has a "coefficient", meaning that the final grade in this class is more or less important than the others. For the French BAC ES (Baccalaureat Economique et Social), which is the most general of the three possible baccalaureates in non-specialized schools, the coefficients should be relatively similar. However, that is not the case, Math (without the emphasis) is coefficient 5, economics (without the emphasis) is coefficient 7, but English (as a language) and LV2 (Langue Vivante 2, another language you learn apart from English), are coefficients 3 and 2 respectively. Even in high school, the importance put on the humanities is minimal compared to anything scientific.

Now we shall move on to the main level of focus of this project, elementary level. Another difficulty the arts encounter is the lack of confidence generalist teachers have in

teaching arts. A study was done in Australia with a group of nineteen teachers and the most recurring statement was that the teachers simply did not believe they were equipped enough to teach their students arts in a way that would be fulfilling and accurate (Alter, F; Hays, T; O'Hara, R, December 2009). They think that people with actual backgrounds in arts education should teach them and that there is too much pressure on generalist primary teachers to be proficient in all subjects taught in school. If this is the case for teachers who are "experts" in all subjects, then what can be said about teachers who specialize in one subject such as ESL teachers?

A study was done in American public schools evaluating the importance put on the arts as well as the support from parents (Leonard, C 1991). They conducted this survey in small elementary schools (550 students or less), large elementary schools (551 students or more), small middle schools (499 students or less), large middle schools (500 students or more), small secondary schools (999 students or less), and finally in large secondary schools (1000 students or more). However, I will only focus on the data collected in regards to the chosen elementary schools because that is the level my project is for (Leonhard, 1991). This study collected information on the support parents gave to each form of art: music, visual arts, dance, and drama/theater. Moreover, it studied the importance the different types of schools put on each art form.

Furthermore, as a teacher I would like that what I teach my students in class helps them once they leave a classroom setting. I think as teachers, yes, it is important that we help our students succeed academically but also we want to help them use all this acquired knowledge in a way that makes them better citizens, better people who can

know what's right from wrong, can think for themselves and learn an open-mindedness that would help them fight for others when needed.

Arts education is not used as a teaching tool, rather as just another subject you can learn at school. Arts is not only beneficial in all subjects but can also be effective as well as an engaging way of teaching a new language. When learning a new language you are not simply just learning a new language, you are learning about a culture with its own history, with its own way of expressing itself. What better way of expressing yourself than through art?

The lack of arts education incorporation in the classroom adds to the lack of creativity in teaching therefore affecting the students' motivation and when students do not have that drive that makes them excited to learn then they will not put in the effort to work in class. There is not enough arts education incorporated in ESL classrooms; either teachers lack the confidence, schools do not have enough support from the parents or there is not enough funding. All of these problems lead to either no art incorporation or very little. Meaning that not enough thought would be put into the little arts education incorporation, thus making it very basic, not relevant to students, not creative...

Purpose of the Project

The project I would be creating is intended to support primary ESL teachers anywhere in the world. I created a guidebook that would help teachers, even those without any prior specific knowledge in arts education, enhance the four learning skills (reading, writing, listening and speaking) through the teaching of art. This could include anything from music to theater performances to paintings, anything art. I combined a

series of possible lesson plans that could stand on their own as well as activities that can be integrated into the lesson.

They learned how to build a curriculum that integrates the arts specializing in English Learning as a Second Language. This guidebook would be applicable to teachers around the world in order for them to incorporate art from wherever in the world they are teaching, but also so that they could incorporate art from their students' culture. This would allow a deeper connection between the students and their education; it becomes more relevant. When a person feels a connection, they are generally more inclined to become engaged. This will increase motivation in students which is always good.

If successful this guidebook would not only help reinstall arts in schools not just in arts class, but in all subjects, but it would also help teachers who lack the confidence to teach the arts overcome this self-esteem issue. They would see that you don't need to be Mozart or Van Gogh to use art. Art is personal, but we all are artistic in our own way. Furthermore, this would be an easy way to re-incorporate arts education without spending any money if schools lack the budget to properly develop art programs.

Theoretical Framework

For this project I have chosen to focus on three different theories: the first is Experiential Learning by Dewey, Piaget and James, the second is SDAIE/Sheltered Instruction by Krashen, and finally the third one is the Dual Coding Theory (DCT) by Paivio.

Experiential Learning is not a new theory; in fact, Aristotle stated that "for things we have to learn before we can do them, we learn by doing them". It is the act of learning through directly doing, for example, when you are someone's shadow during an

internship that would be considered a perfect example of learning through doing. According to Kolb, you must possess four abilities in order to successfully gain any sort of knowledge from Experiential Learning:

- Willingness to participate in the activities or learning experience
- Able to think back on what they learned
- Able to analyze what they learned
- Must have common sense as well as a practical approach to problems

The second theory I would like to base my project on is that of SDAIE (Specially Designed Academic Instruction in English) or more commonly known as Sheltered Instruction. This means that the students are taught English as a second language through content-based lessons. Say in their ESL class they learn about the Cold War, not only will the students learn about the cold war but perhaps they might learn possible grammar used when talking about history (past tense verbs, for example) or new vocabulary. They will be building their language skills without even knowing it.

Finally, the third theory I will be using is the Dual Coding Theory (DCT). This is a theory of cognition; Paivio claimed that we learn better through visualization. This theory develops the idea that both verbal and imagery are used for a student to understand a word or a concept.

The project used Experiential Learning because when acting out, you are learning directly pronunciation, proper intonation, and vocabulary, through the actual performance. Furthermore, content-based courses help improve vocabulary as well as speaking. I think that content-based courses are very beneficial in lowering the affective

filter because the students are focused on the information and not the grammar and therefore, might participate more. These courses will most likely include vocabulary about colors, art, and opinion... And finally, the Dual Coding Theory will incorporate the visual aspect of art.

Significance of the Project

This project is meant for ESL teachers who work at an elementary level in schools all around the world. This project will help in several ways.

After looking at the different obstacles arts education is faced with, this project will help teachers who feel that their art skills are somewhat lacking and perhaps don't possess enough confidence to fully commit to art incorporation in the classroom. This guidebook will show teachers and give them tips on how to easily create an art activity that will enhance one of the four learning skills. It will be general so that can use art from wherever it is they are teaching or use an art form wherever their students are from.

This brings us to the second benefit of this project, motivation. If the teachers are able to incorporate art from where they live, or where their students come from then the lesson become all that more relevant to the students. Once the students feel a connection to what they are learning then they will immediately become more engaged and interested because it will no longer seem so random or far-fetched.

Furthermore, arts are a great way of nurturing open-mindedness, which is one of the most important lessons we need to teach young children. Because art is so personal, people will interpret the same pieces of art, whether it's a song, a painting or a play, in different ways. We all have different perspectives that are our own and sharing will help our peers see the world from a different angle.

Lastly, where schools lack funding for arts programs, this could be a perfect replacement. Schools will no longer need to bring in a “specialist”, the teachers will be able to integrate art in ways they feel comfortable with.

CHAPTER II REVIEW OF THE LITERATURE

Introduction

My project is a guidebook meant to help teachers with little to no background in arts education to incorporate arts education within the ESL classroom at an elementary level. Being a preschool teacher I am constantly supervising and facilitating art projects in the classroom. However, I am an ESL teacher for adult learners as well. I have tried incorporating more artistic activities within the classroom. These are met with skepticism and reluctance. When, in our education, did art go from being an essential part of our learning process to something that students and many other people perceive as a time killer or jokes? And most importantly, why? Before I started college, in high school not only did I not really take arts class seriously, I often used it as time to do homework for other classes. Students are not taught the potential arts education incorporation can have on your academic learning skills. I hope to change this with this project. I too, was skeptical of arts education but the more I did research and the more I realized that it is a completely underrated approach in teaching.

In this chapter I will show the benefits of content-based approach teaching. In my second theme I shall discuss how arts education is beneficial to academic achievement in the elementary classroom, and despite this still having obstacles to overcome. In the third and final theme we will narrow it down to arts education and its benefits in the ESL classroom and how it enhances students' learning. I defined the terms arts education and content-based instruction (CBI) for their respective themes.

Content-based Instruction (CBI) Approach

Before we dive into the benefits of content-based instruction, it is important to define what is content-based instruction. As defined by Stoller (2002) “content-based instruction is an approach to language teaching that focuses not on the language itself, but rather what is being taught through the language; that is, the language becomes the medium through which something new is learned.” Davies, (2003) gives a simpler definition explaining that CBI is a method with which the teacher emphasizes the content you are learning about rather than the actual language itself. An example would be the teacher is teaching the students about a country; they would learn new vocabulary that is specific to this country but also vocabulary that is specific to geography or history. Moreover, they will learn how to use the present that is used for facts, the past when talking about the country’s history.

There are several forms of content-based instruction (Stoller, 2003):

- The Sheltered Model: this is an approach used more in a college setting. It is used to allow ESL students study the same content as native speakers within the same degree or class.
- The Adjunct Model: this is a more common form of CBI. It enables students to learn more specific vocabulary that would later help them with their integration into a mainstream Native English speaking classroom.
- The Theme Based Model: this is my personal favorite, in this particular kind of CBI approach the teacher is free to create a curriculum that adheres to their students’ specific needs and interests. When using this approach, we can incorporate arts education.

Peachey (2004) listed a number of beneficial outcomes to content-based instruction. It makes learning more appealing and entertaining. This heightens the students' motivation. Moreover, they fill a bigger sense of accomplishment because they are learning about something specific and are creating something specific, this will build their confidence and independence. It is also a way of broadening their knowledge of the world and opening their minds to new and different opinions (Peachey, 2004). It is also an excellent means of incorporating group discussions as well as activities, which leads to speaking and listening skills enhancements.

Despite these benefits Peachey does name a few problems teachers can encounter when using content-based instruction. For example, sometimes too much emphasis can be taken away from actual language learning (2004). Another issue can be finding language appropriate resources, meaning the texts aren't too difficult for students to understand. But also, it is not unheard of that students will blindly copy information from the resources. This is never beneficial.

In conclusion, in this theme we discovered the positive outcomes and problems surrounding content-based instruction. First of all it is a great way to cater in a way that is precisely what your students need or are interested in. This will help them become more engaged because they will connect on a deeper level with what they are learning. Not to mention, it gives them a sense that they have some sort of say in their education. But when using this approach, one must be careful to not stray too far away from language learning and to make sure that students do not do useless research, but are able to critically think about what it is their task is and what they are learning about.

Arts Education in Elementary Classrooms

Arts education is a term we think we're familiar with. We believe that it's simply that one-hour of art we had per week; that one-hour when we thought we weren't actually learning anything special. We simply looked at it as an hour of doing absolutely nothing, a break from our normally grueling classes such as math, English and many more. When in fact Arts education is so much more. Take the definition of arts education by USLegal:

Art education refers to learning, instruction and programming based upon the visual and tangible arts. Art education includes performing arts like dance, music, theater, and visual arts like drawing, painting, sculpture, and design works.

Furthermore, what we tend to think is that art education is not really beneficial to our learning. However, I disagree. There is a reason why in preschool, or even elementary school, arts education plays a huge role in the students' academic development. In this theme, I will review the literature that proves how arts education deserves more acknowledgment than it gets. I will also discuss the difficulties arts education integration within everyday elementary classroom encounters.

Gullatt (2008) researches the many advantages arts education can provide as ameliorating teaching and learning in PK-12 school settings. He stated that this point of view has received both negative and positive reviews throughout the years, as said by Winner, Hedlund and Gullatt (2000, 2007). Before we go into the details of how these benefits are made evident, we must note that in his article he claimed that before one can

study arts education in the classroom, one must know about what role arts education has played within education, (Gullatt, 2008). If you better understand the history of arts education within a classroom, then you can understand the ups and downs of its effectiveness. With this knowledge, you can then pick and choose the ways arts education was most effective. In the late 1800s a man named Horace Mann had insisted that visual arts as well as music be integrated into schools in the state of Massachusetts. They would help the curriculum as well as learning performance. Moreover, Gullatt noted that Dewey brought to attention the positive relationship between arts education and cognition. This then had a direct influence on making some curricular changes. He continued on to show that Vygotsky built off of what Dewey had said and was adamant on the fact that students build their cognitive through active learning and that arts education plays a fundamental role in this process, (Gullatt, 2008).

Though in the United States and other countries, arts education integration is having some blossoming difficulties, some countries have successfully mixed the two together, (Kelstrom, 1998 in Gullatt, 2008). For example, in Holland, school boards have instilled art and music in standard curriculum since 1968, (Gullatt, 2008). The Netherlands is ranked as one of the top international countries for scientific achievement.

According to Nobori (2012), arts integration works because it employs teaching methods that are in direct relation to brain-based research on exercises that help enhance understanding and long-term retention. Her claims are based on what Smith stated (2009) who at the time introduced the correlation between brain research and cognitive

development. Fromkin, Rodman and Hyams explained that the human brain is composed of two hemispheres: the left and right (2011). One deals with visual such as patterns and the other with all that is logical and analytical. In order for you to fully function you need both sides. This is the basis of brain-based research on how arts education integration is nothing but beneficial to students' academic achievements.

However, as many benefits we find to arts education becoming a part of everyday standard curriculum, there is an equal amount of naysayers and obstacles this integration must overcome. There are three major problems I would like to bring to our attention in this essay:

- Lack of teacher's confidence
- Budgetary cutbacks
- Simplistic narrow-mindedness vis a vis arts education

The first one we will discuss is the lack of teacher's confidence. In the year of 2009 Alter, Hays and O'Hara conducted a study across Australia that focused on teachers from 19 primary schools. They asked the teachers about their personal arts experiences, training and what their thoughts were on their personal arts education pedagogies (2009). The three authors explained what we have previously discovered, that there is more proof of positive outcomes when arts education is integrated on an international level (Alter, Hays & O'Hara, 2009), except for Australia. The main reason is because the teachers lack the confidence (Gibson & Anderson, 2008 in Alter, Hays & O'Hara, 2009). The educators felt that there was too much pressure for them to excel in all subjects. Therefore, they put more emphasis on the subjects they knew well such as math

and English and simply put arts education to the side, afraid they weren't qualified enough to teach.

The second obstacle to overcome is that of budgetary cutbacks. In 2008 when the worldwide economic crisis began, the economy was doing very poorly in the United States (Gullatt). This crisis affected many aspects of life in negative ways, people lost their homes, jobs, the world went bankrupt... It also had dire consequences on aspects that didn't necessarily cross our minds; education is one of them. Schools were receiving less money and were forced to make changes. Unfortunately, the importance schools and school system leaders put on arts education was one of them (Gullatt, 2008). This is nothing new. Leonhard wrote an article about the status of arts education in American Public Schools in 1991. One of the main means of support the arts education program received was through fundraising or reinforcing students (Leonhard, 1991). This can be seen as if the schools were unable to raise enough money than the arts program maybe wouldn't take place.

The third problem I mentioned is not really a problem I'm going to develop. It was more of a sneaky way to add some sass to my paper.

In conclusion we have seen that learning through arts not only helps enhance your understanding but also your long-term retentiveness. It's been proven to help students excel in scientific areas. Not to mention, biologically we need our entire brain to fully function and half of the brain is an expert in all things creative. Nevertheless, with all these benefits arts education integration still isn't everyone's priority. Teachers fear they

need to be art experts, as well as other who make the same claim. Furthermore, schools aren't receiving the right sort of funding in order for these programs to be beneficial.

Arts Education in the ESL Classroom

We've seen the benefits of content-based teaching approaches and how they are used to help make learning relevant to students through specific topics. We also saw how students seem to do better academically when arts education is included in standard curriculum. Now it is time to explore how arts education affects students in an ESL setting in a positive way. Before we begin, it is important to note that there are different types of ESL learners. There are those who need to develop English learning skills to better integrate into a society (e.g immigrants), there are those who have to learn a foreign language at school and then there are those who learn for personal reasons. These students will therefore, have different motivations. That is why I want to make a guidebook that is adaptable to whatever the teacher sees the students will most relate to.

Arts education can promote language building as well as self-advocacy and cultural preservation, (Wellman & Bey, 2015). In their article they talk about the claims made by Henry in 2007 that some view arts as a visual language. In a classroom where arts education is integrated then there are more opportunities or different opportunities to engage with others, to exchange and to feel a sense of success from successfully creating. "The art classroom may be the first place that immigrant students feel comfortable and capable in school" (Eubank, 2002 in Wellman and Bey, 2015). This will then lower their affective filter and make them more at ease when learning, thus leading to a more beneficial and effective learning process. They further noted in their article

that a group of students from various backgrounds, who require English as a foreign language to communicate with one another, can improve their language building by re-identifying with visuals, (Wellman & Bey, 2015).

What is especially beneficial from integrating arts education within an English as a Second Language (ESL) classroom is that students are provided with a situation in which they can learn new English terms as well as new point of views (Wellman & Bey, 2015). Arts are a way of opening your mind to a new way of thinking. If you are in a classroom with students from all over the world, then the way they perceive certain things is not going to be the same as you do, that's when the language building from explaining and exchanging comes from. Furthermore, there are no right and wrong answers when it comes to art. This is another way of creating a comfortable learning environment for students. One of the biggest problems my students are faced with is that they are afraid of making mistakes in front of the whole class. However, if you take away that possibility then you are faced with a class that will be more likely to participate and engage and therefore retain more of what they learn (Wellman & Bey, 2015).

Jones (2014), said that teaching through arts is more than just a point of entry but also an excellent way for teachers to appropriately scaffold lessons when teaching intensive and complicated cognitive tasks. For example, like learning a brand new language from scratch. She claimed that arts scaffolding is an extremely useful tool especially when dealing with ESL students (2014). It helps them acquire skills and vocabulary that they can later apply to out-of-classroom contexts. The example they used in the video is that of increasing reading skills through the study of portraits. The teacher encourages the students to give the same amount of attention to reading a portrait as they

would to reading a text in English. They are encouraged to pay close attention to details and make inferences all the while using what they see in the portrait as evidence, (Jones, 2014). The idea is that they will be able to apply the same analytical approach when faced with a text in English.

In conclusion, in this theme we narrowed all of our research to the benefits of incorporating arts education in an ESL classroom. There were several that we discussed. What I wanted to stress, which I did in my chapter 1 was that motivation is a big impediment to learning. In the ESL classroom you can have students from all over the world, form different backgrounds looking for different things out of learning English. It is why it is important to make a curriculum that best speaks to your students. And arts education is one of the best ways of doing just that. You can make the art relevant to them; they can express themselves without the fear of their answers being wrong because art is personal. What really helps is the sharing and learning new terms from different point of views.

Summary

Overall in chapter two we discussed three possible themes: content-based instruction, arts education in an elementary classroom and finally arts education in an ESL classroom. We saw that thanks to CBI the teacher is able to implement the best possible content that will benefit their students' specific needs and interests. This is the perfect approach when incorporating arts education because it is language through learning about something else, in the instance it is arts. Then we narrowed it down to arts education integration in the elementary classroom and the many benefits it has on

students' academic achievements. However, despite these positive outcomes we noticed that arts education is still faced with obstacles to overcome. And finally, we narrowed it even more to arts education in the ESL classroom. There we discussed how the use of arts lowers the students' affective filter because you take away the possibility of getting the answer wrong. Furthermore, we noted that it was an excellent way of creating a safe and comfortable environment in which students were able to share and exchange thus enhancing their speaking and listening skills, not to mention broadening their vocabulary in English. After all of the research for chapter 2, I realized that though some of my lesson plans may not be solely based on some grammatical rule, the students are still unconsciously learning English. I think this is very important because sometimes it is hard to keep young minds focused on something as 'riveting' as grammar.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

My field project is a guidebook for teachers of ESL at an elementary school level. In this guidebook there is a nice selection of lesson plans that incorporate arts and English language learning. They are not placed in any particular order, nor are they all for the same age or level of proficiency. Scaffolding is left to the teachers if they wish to adapt them to better suit a certain group of students.

There are a total of six lesson plans. Each lesson plan is organized into two parts: the teacher's version with answers and special instructions, and the student's version. The latter is in the appendix and is copy friendly. Meaning all the teacher has to do is make a photocopy for each of their students. The appendix also holds any extra documents the teacher needs to use, such as examples of projects. At the beginning of each lesson plan is a description of the goals of that particular lesson, the anticipated challenges as well as the skills built and materials needed. There is a short introduction to the guidebook as well as one for the Visual Arts part of the project.

Furthermore, assessment is left to the teacher's discretion. I personally would grade the students based on their progress, the art project and oral presentations if applicable.

All in all, I wanted to create a project that would help give teachers examples of how you can incorporate arts education into the ESL classroom without having the trouble of needing special funding. Moreover, these are fun and simple ideas that anyone could have even if you have no prior experience with arts.

Development of the Project

The development of the project was a much smoother process than the Literature Review. I organized it into three steps: the draft, the editing, and finally the appendix. The entire process of Chapter 3 took about three weeks.

Step one consisted of writing out the lesson plans on a notebook. I was able to easily make adjustments and take notes. Furthermore, it was much simpler for me to draw out the lesson plan how I wanted it to look like. That way when I went over to putting it on the computer I knew exactly what I was going for.

The second step was the most grueling part of chapter 3. It was difficult making it look like the drafts. It was a lot of trial and error and then readjusting. Once I finally got one part to look perfect, the cropping was distorted when I added another activity or grammar box. It was a challenge.

The third and final step was actually making the prototype projects and then taking pictures of them and adding them to the lesson plans. This was my favorite part of the entire thesis. I was able to see how my lesson plans played out and have a final result.

Overall, the development of the project was a very enjoyable process and a much needed change from the slow death that was the Literature Review.

The Project

The project in its entirety can be found in the appendix.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In chapter 1 we saw that there were three problems in the Statement of the Problem. With the lack of arts education there comes a lack of creativity in the classroom. This can lead to students not feeling as motivated to work or learn. And motivation is key to progress. Furthermore, arts education is often faced with little financial support whether it's from school boards or parents. And finally the last obstacle arts education must overcome is teachers' poor confidence in their own artistic capabilities. They believe that because they do not have any prior experience (professional or academic) they are not qualified enough to teach arts education.

It is for this reason that my project will help change this. For one, these lesson plans have fun activities that will engage the students. We saw that of students feel more engaged then their level of motivation will go up resulting in harder work and more acquired knowledge. The lessons are diverse so redundancy is avoided. Furthermore, I made sure there were exercises that help build reading, writing, speaking and listening. It was very important to show that all these learning skills can be improved in order to prove my point that arts education is essential when it comes to learning. Moreover, this project will help teachers realize that it doesn't take a Picasso to successfully incorporate arts education within the ESL classroom. Nor do you need the school to provide a significant budget. Most of the materials needed for these lesson plans are the basic elementary classroom supplies. If there is anything special required, it is listed and can be provided by the students (they would bring it to school from home).

Recommendations

This guidebook is meant for ESL teachers at an elementary school level. The project provides them with a variety of lesson plans that incorporate arts education as well as English language learning. The lesson plans are ready to be used as is but can also be adapted to better suit a specific age group or proficiency level. Some lesson plans have a little grid giving instructions on how to do so. This is a way of making the lesson plans more relevant to students in order to increase their level of motivation.

Furthermore, these lesson plans are a great combination between fun and instructive. I have gotten feed back from two of the lesson plans and they were great successes in the classroom! I am very excited to be able to use this guidebook when I have my own elementary ESL classroom.

I had originally hoped to create a guidebook divided into four units; one for each art form (music, performing arts, dance, and visual arts). There was going to be a selection between 8 and 10 lesson plans for each unit. However, this proved to be much more time consuming than what was possible to meet the deadline. Instead of making one guidebook I chose to make the first of a series of four. My professor and I thought it would be best to settle on one unit as opposed to four with only two lesson plans per unit. That would've taken away from the whole point of the guidebook, which is to provide the teacher with options and examples to pull from.

It would be very interesting to expand and create the other three units. But more than that, this project could go beyond the elementary ESL classroom; guidebooks for different grades for each subject could be made! There could be a whole series of guidebooks for math, biology, English for all ages.

Though I am disappointed I could create what I had originally wanted to, I am very proud and happy with how the project turned out! I hope teachers around the world find it useful, and they will be inspired to make their own lesson plans incorporating arts education!

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APPENDIX

WHEN IN DOUBT, art IT OUT!



**A TEACHER'S
GUIDEBOOK TO
ARTS education
INCORPORATION IN
THE ESL
CLASSROOM**

BY: NISSA BADARD

INTRODUCTION:

The point of this guidebook is to help provide teachers with some materials for incorporating arts education into the ESL classroom. Arts is one of the most efficient ways of helping students acquire more knowledge. Not only is it a perfect way to broaden and nourish our students' creativity but it is an approach built on engagement. There are no right or wrong answers when it comes to art, therefore students will not fear embarrassment.

Arts education used to hold a big importance in schools. Recently, not so much. We, as teachers, fear that maybe we aren't qualified enough and hereby do not attempt to teach any sort of arts at all. Furthermore, school boards are afraid of spending extra money on an arts program when they could be spending it in ways they deem more deserving or in need.

In this guidebook there are a series of pre-made lesson plans that can be modified to suit what the teachers feel more comfortable with. They are simple plans that include art, grammar and other various learning areas. They do not require any prior background education or formation in arts nor do they cost the school extra money.

There are four books, one for each art form (Visual Arts, Performing Arts, Music and Dance) and each is divided into multiple lesson plans plus an appendix including the necessary documents needed for each lesson plan. In this book we will concentrate on Visual Arts. The actual lesson plans hold the answers for teachers. All grammar lessons are meant to be written on the board by the teacher. Moreover, there are supplementary stand alone activities at the end that can be used as warm-ups.

At the beginning of each lesson plan there are bubbles giving the teacher a list of necessary materials as well as a list of skills built for that particular lesson plan. Throughout the lesson plan there will be little tips to help scaffold or organize the activities. These lesson plans are also a great way to help the teacher gain some ideas of their own and how they would adopt, adapt and create their own lesson plans for the future.

The lesson plans are meant for an ESL class in elementary school. They are lessons that can be changed to better fit a lower level of proficiency as well as grade. These lesson plans should be considered as base to build off on. They also are meant for classes of 1 hour. However, it may take longer than an hour to complete the entire lesson meaning, that the teacher should take however long the students need and be ready with a new lesson plan in case they finish in the middle of a class.

TABLE OF CONTENTS

Visual Arts.....	p.3
What Are Visual Arts?.....	p.4
Lesson Plans	
The Sistine Chapel.....	p.5
A Day at the Zoo.....	p.22
Color Me Mine.....	p.30
My Body.....	p.38
How To.....	P.46
References.....	p.49

visual arts



WHAT are VISUAL arts?

Visual arts can include anything from drawing to painting by making a pit stop by the 3D stand. This is the most tangible of artforms. This type of art can help build most of the four learning skills (reading, writing, listening and speaking). Children are very visual and literal so of they can see what they are learning, it is more likely that they retain the newly acquired knowledge.

In this section you can change the art to something more relevant to your students. For example if there are any artists used, teachers are free to choose a famous artist from the area they are teaching in in order to preserve their native culture, or you could keep the artist in order to present them with some foreign culture.

THE SISTINE CHAPEL

duration of class: 1h

Split this lesson plan over however many hours it takes you to complete it. It may vary from class to class.

GOALS: In this unit we will learn how to properly use the past simple through the case study of Michelangelo's Sistine Chapel work of art. Furthermore, the students will be required to write a personal explanation to their own painting/drawing.

DIFFICULTIES: The anticipated challenges will be the confusion caused by all the irregular verbs in the past simple.

SKILLS BUILT:

- Reading
- Writing
- Listening
- Speaking

Materials needed:

- white construction paper
- markers/paint

THE SISTINE CHAPEL

The Sistine Chapel was built between 1475 and 1483. It took eight years to finish. The chapel is in Rome, the capital of Italy. Michelangelo was a famous Italian painter. He painted the ceiling of the chapel. He lay on his back for the entire time. Michelangelo made a scaffold on which he could lie. He lost his eyesight for almost a year once he was done. When he wanted to see his masterpiece, he had to lay back on the scaffold and look at it from up close.

The handout is in Appendix: The Sistine Chapel Document 1

VOCABULARY BUILDER:







- Chapel
- Painter
- Ceiling
- Scaffold
- Eyesight
- masterpiece

The picture showing the definition are in Appendix: The Sistine Chapel Document 2

MATCH THE IMAGES:

This exercise has miniature pictures of the ones from Vocabulary Builder plus the words.

The exercise is in Appendix: The Sistine Chapel Document 1

Chapel: 2		
Masterpiece: 3		
Scaffold: 1		
Painter: 6		
Eyesight: 4		
Ceiling: 5		

COMPREHENSION:

Write down the answer to these questions. Use full sentences.

This is in Appendix: The Sistine Chapel Document 1.

1: How long did it take to build the Sistine Chapel?

It took eight years to build the Sistine Chapel.

2: Where was the Sistine Chapel built?

The Sistine Chapel was built in Rome.

3: Who painted the ceiling? How did he paint it?

Michelangelo painted the ceiling. He painted it on his back.

4: What happened to Michelangelo after he finished painting it?

Michelangelo lost his eyesight.

Grammar: THE PAST SIMPLE

WHAT DO WE USE IT FOR?

We use this tense to talk about something that happened in the past.

ex: I talked to my friend on the phone yesterday.

HOW IS FORMED?

You add 'd', 'ed' or 'ied' to the base form of the verbs.

ex: to paint -> present simple

painted -> past simple

LESSON CHECK:

Complete the sentences with the verbs in the past simple.

This exercise is in Appendix: The Sistine Chapel Document 3

1. Yesterday I (walk) **walked** my dog to the park.
2. Last Tuesday Tom (play) **played** soccer.
3. A long time ago people (watch) **watched** black and white TV.
4. Dinosaurs (roam) **roamed** the earth many many years before mankind did.
5. Danny Zuco (use) **used** hair gel.
6. When Clark Kent wasn't saving the world he (work) **worked** on the farm.
7. Jack and Jill (fetch) **fetches** a pail of water.
8. Pippy Longstocking (like) **liked** colorful socks.
9. Hansel and Gretel (disobey) **disobeyed** the rules and ate the candy.
10. Baby (dance) **danced** all night long.
11. The little bird (learn) **learned** to fly.
12. The farmer (plant) **planted** some sunflower seeds.
13. Jeff (move) **moved** over to make room for his friend to sit next to him on the bench.
14. Grouch (live) **lived** in a garbage can.
15. The flowers (blossom) **blossomed** in the spring when the cold was gone.
16. Annie and the other children (clean) **cleaned** the house for the mean lady.
17. The tornado (destroy) **destroyed** Dorothy and Toto's house.
18. Sylvia (duck) **ducked** out of the way as the Frisbee came her way.
19. In the 1990s people (jump) **jumped** around.
20. After several tries Harry (pin) **pinned** the tail on the donkey.

Grammar: Irregular Verbs

Explain that though there are rules to conjugating verbs, there are many exceptions to this rule. Hand them the handout with the irregular verbs grid and ask them to fill it out for homework. Correct next class.

This handout is in Appendix: The Sistine Chapel Document 4

Create:

PART 1: EXPLAIN

Show a picture of one of the scenes from the Sistine Chapel. Have the children explain what they see. For example if you choose the creation of Adam, have the children describe the image. Write the key terms on the board.

Explain the backstory, it is God making the very first man named Adam.

PART 2: PAINTING

Give each student a piece of white construction paper and help them tape it to the bottom of their desk. They are to paint their own masterpiece! They can use markers or paint.

PART 3: WRITING & SPEAKING

When they are done, each student will have to write a paragraph describing what their painting is about and why they chose to paint it.

The students will then take turns going to the front of the class to show their work of art as well as read their paragraph aloud.

If it is a big class, have them hand it in and have a few students read it to the class. This will be their assessment.

HOW CAN THIS BE ADAPTED:

Every city has murals. You can bring pictures of murals from your city or bring the class as a field trip.

Write a short text about the history of murals, or if there is a famous graffiti artist in your city, write about them. Make sure to use past simple so that the grammar lessons can still be applicable.

Create your own Vocabulary Builder based on the difficult words in your text.

For the final project, instead of placing the paper for the students to paint, on the wall, tape them to the wall as if they were painting a mural.



APPENDIX

THE SISTINE CHAPEL: DOCUMENT 1

Name:







Date:

THE SISTINE CHAPEL

The Sistine Chapel was built between 1475 and 1483. It took eight years to finish. The chapel is in Rome, the capital of Italy. Michelangelo was a famous Italian painter. He painted the ceiling of the chapel. He lay on his back for the entire time. Michelangelo made a scaffold on which he could lie. He lost his eyesight for almost a year once he was done. When he wanted to see his masterpiece, he had to lay back on the scaffold and look at it from up close.

MATCH THE IMAGES:

Write the number of the picture next to its corresponding word.

Chapel:	1 	2 
Masterpiece:	3 	4 
Scaffold:	5 	6 

COMPREHENSION:

Write down the answer to these questions. Use full sentences.

1: How long did it take to build the Sistine Chapel?

.....
.....

2: Where was the Sistine Chapel built?

.....
.....

3: Who painted the ceiling? How did he paint it?

.....
.....

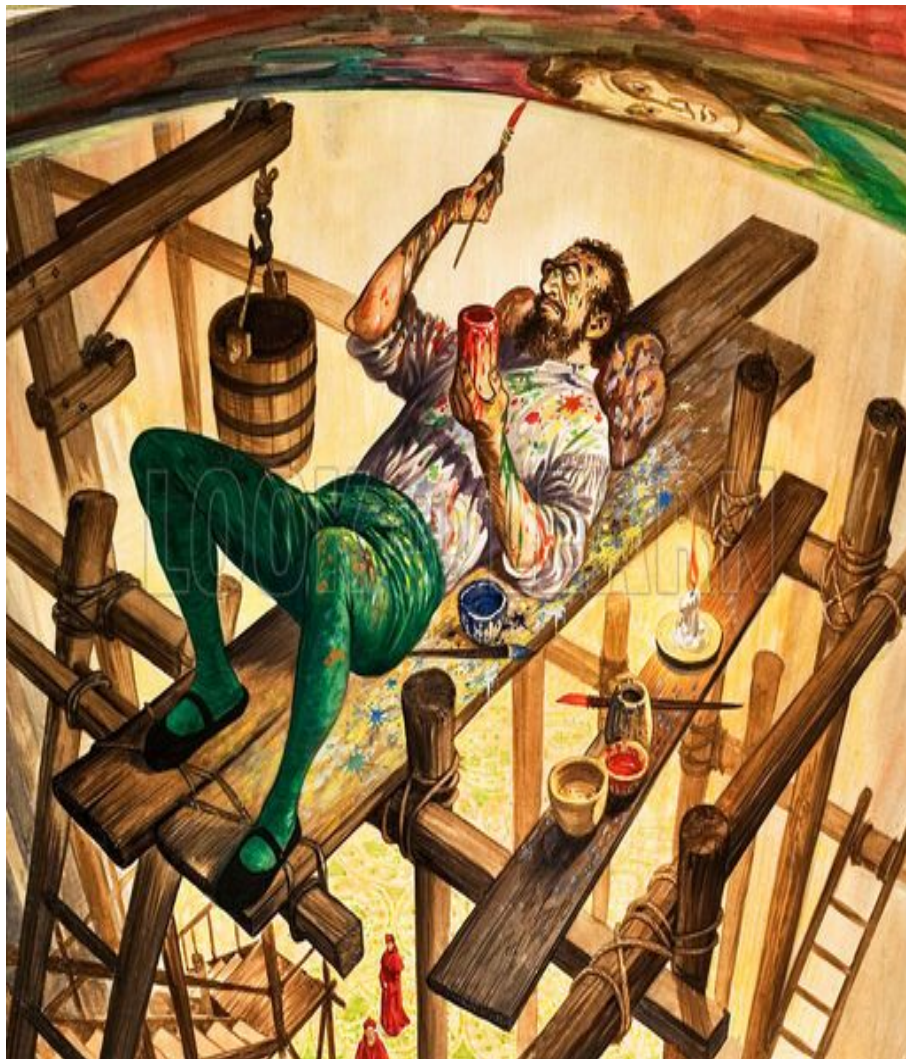
4: What happened to Michelangelo after he finished painting it?

.....
.....

THE SISTINE CHAPEL: DOCUMENT 2



Painter



SCAFFOLD



CHaPEL



ceiling



EYESIGHT



Masterpiece

THE SISTINE CHAPEL: DOCUMENT 3

Name:

Date:

WORKSHEET:

Fill in the sentences with verb in the past simple.

1. Yesterday I (walk).....my dog to the park.
2. Last Tuesday Tom (play).....soccer.
3. A long time ago people (watch).....black and white TV.
4. Dinosaurs (roam).....the earth many many years before mankind did.
5. Danny Zuco (use).....hair gel.
6. When Clark Kent wasn't saving the world he (work).....on the farm.
7. Jack and Jill (fetch).....a pail of water.
8. Pippy Longstocking (like).....colorful socks.
9. Hansel and Gretel (disobey).....the rules and ate the candy.
10. Baby (dance).....all night long.
11. The little bird (learn).....to fly.
12. The farmer (plant).....some sunflower seeds.
13. Jeff (scoot).....over to make room for his friend to sit next to him on the bench.
14. Grouch (live).....in a garbage can.
15. The flowers (blossom).....in the spring when the cold was gone.
16. Annie and the other children (clean).....the house for the mean lady.
17. The tornado (destroy).....Dorothy and Toto's house.
18. Sylvia (duck).....out of the way as the Frisbee came her way.
19. In the 1990s people (jump).....around.
20. After several tries Harry (pin).....the tail on the donkey.

THE SISTINE CHAPEL: DOCUMENT 4

Name:

Date:

We learned that you add ED at the end of a verb to make it past tense, but some verbs are special and are not formed that way in the past simple: they are called irregular verbs. Here is a sheet with a few of them.

1. Write the past simple form in the first person singular for each of these irregular verbs.
2. Choose 5 of these verbs and write a sentence with them in present tense and one with them in the past simple tense. Write the sentences on the dotted lines after the grid.

BRING SHEET BACK TO NEXT CLASS.

Example:

Be-> was

I am very excited to go to class tomorrow.Tim was late for class because he was stuck on the jungle jim.

Be		Bite	
Eat		Feel	
Put		Run	
Throw		Wake	
Become		Break	
Fall		Find	
Read		Say	
Understand		Wear	

Build		Choose	
Fly		Get	
See		Sleep	

Win		Catch	
Buy		Go	
Forget		Sit	
Sing		Come	
Write		Have	

Stand		Know	
Do		Teach	
Hold		Drink	
Swim		Leave	
Draw		Tell	
Keep		Drive	
Take		Make	
Dream		Think	

sentences

1- Verb:.....

Present tense:

.....

Past tense:

.....

2- Verb:

Present tense:

.....

Past tense:

.....
.....

3- Verb:

Present tense:

.....
.....

Past tense:

.....
.....

4- Verb:

Present tense:

.....
.....

Past tense:

.....
.....

5- Verb:

Present tense:

.....
.....

Past tense:

.....
.....

A DAY AT THE ZOO

Duration of class: 1h

Split this lesson plan over however many hours it takes you to complete it. It may vary from class to class.

GOALS: In this lesson we will learn the different parts to a story. It will be a simplified division. Also students will learn how to present a project to fellow classmates.

DIFFICULTIES: The anticipated challenges are the clear understanding of the different aspects to a story.

SKILLS BUILT:

- reading
- listening
- writing
- speaking

materials needed:

- shoe box (Ss bring)
- construction paper
- paint/coloring pencils/crayons/markers
- glue
- scissors
- various arts and crafts trinkets

A DAY AT THE ZOO

Once upon a time there was a little boy who lived in a big city. The little boy's name was Sam Carr. He was ten years old with brown hair and green eyes like a Christmas tree. Sam always wore the same t-shirt, it was red with a yellow banana in the middle of it. It was his favorite shirt in the whole entire world.

One day Sam Carr went to the zoo. He was so excited to see all the animals. He roared at the majestic lions, raced a cheetah along the glass that separated them, and hopped around like a kangaroo for a while.

His favorite animals were the monkeys. When the monkeys saw the young boy, they started dancing and flipping from tree to tree. Sam Carr clapped and danced with them, laughing so hard his stomach started to hurt.

The monkeys kept pointing at his shirt and clapping in approval. When it was time for Sam to leave, the zookeeper gave him some bananas to feed monkeys. It was the happiest day of his life.

The next day at school, Sam told all his friends about the really good time he had at the zoo. Sam told his classmates that if they wanted to dance with the monkeys, all you need is a red shirt with a big banana in the middle of it.

This document is in Appendix: A Day at the Zoo Document 1

VOCABULARY BUILDING:

once upon a time: 3

separate: 5

flipping: 4

hopped: 1

zookeeper: 2

1. to jump around

2. a person who takes care of animals at a zoo

3. a long time ago

4. to jump forwards or backwards, your body like a ball

5. to go different ways

This is in Appendix: A Day at the Zoo Document 1

WHAT GOES IN A STORY?

This is done on the board.

Explain that there are three parts to a story: the beginning, middle and end. Each part has a specific role.

BEGINNING:

It answers the questions: when and where the story takes place.

It also introduces the characters with a small description that may include age, gender, physical appearance, personality...

MIDDLE

In this part the author gives you all the information on the different events that happened.

END

How does the story end? What is the last thing that happens?

APPLICATION

Divide the board into three parts: beginning, middle and end. Write 'when', 'where' and character in the first box; 'what happens?' in the second and finally 'how does the story finish?' in the last one. Help fill out as a class.

BEGINNING	MIDDLE	END
<p>When? once upon a time</p> <p>Where? at the zoo and school</p> <p>Character:</p> <ul style="list-style-type: none"> - wears a red t-shirt - 10 years old - brown hair - green eyes 	<p>What happens?</p> <ul style="list-style-type: none"> - Sam goes to the zoo - roared with the lions - raced with a cheetah - hopped like a kangaroo - danced with the monkeys - zookeeper gives him bananas to give to the monkeys 	<p>How does the story finish?</p> <ul style="list-style-type: none"> - Sam goes to school and tells his class all about his time at the zoo - he says if you want to have fun with the monkeys then you have to wear a red shirt with a banana on it

VOCABULARY BUILDING

This part is to be written on the board as well.

KEY WORDS FOR EXPRESSING TIME:

once upon a time

Ex: **Once upon a time there was a boy named Sam Carr.**

One day

Ex: **One day Sam Carr went to the zoo.**

In the year...

Ex: **In the year 2016, the iPod 6 came out.**

Years ago/days ago

Ex: **The dinosaurs ruled the earth years ago.**

KEYS WORDS FOR TRANSITION

Then

After

Later

create:

PART 1:

Split the class into groups of $\frac{3}{4}$ students. Give them their own grid to fill out with their own ideas as a team. Encourage creativity.

Go around the room checking up on them. Once you have approved of their grid then they may begin turning it into a story with sentences.

PART 2:

Show example of your shoe box. Explain that this is a representation of one of the parts in your story. In this case, the scene between Sam and the monkeys.

PART 3:

Each group has their own shoe box as well as art supplies. They must decide as a group which part of their story they would like to bring to life. Once they have all agreed then can get to creating!

CLASSROOM SET-UP

Rearrange the classroom so as to have little islands of tables spread out across the open space. This will form the group stands.

Each group gets their own stand where they will set up their shoe box with a nice title placard.

Each group must designate a buddy system. While one pair goes around listening to the other presentations, the remaining pair must stay at their stand and present their shoe box to their visiting peers. They are to give a brief summary of the story, explain the scene they chose to recreate and tell the class why this particular one was chosen. They have to trade off so everybody gets a chance to see all the work as well as present.



APPENDIX

A DAY AT THE ZOO: DOCUMENT 1

Name:

Date:

A DAY AT THE ZOO

Once upon a time there was a little boy who lived in a big city. The little boy's name was Sam Carr. He was ten years old with brown hair and green eyes like a Christmas tree. Sam always wore the same t-shirt, it was red with a yellow banana in the middle of it. It was his favorite shirt in the whole entire world.

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The next day at school, Sam told all his friends about the really good time he had at the zoo. Sam told his classmates that if they wanted to dance with the monkeys, all you need is a red shirt with a big banana in the middle of it.

VOCABULARY BUILDING:

Write the number of the corresponding definition to the correct word. You may refer to the text for context.

once upon a time:

separate:

flipping:

hopped:

zookeeper:

1. to jump around

2. a person who takes care of animals at a zoo

3. a long time ago

4. to jump forwards or backwards, your body like a ball

5. to go different ways

color me mine

Duration of class: 1h

GOALS: In this lesson students will learn a poem by heart and recite it in front of the class. They will also learn the different parts that make up a poem.

DIFFICULTIES: the anticipated challenges are learning the poem by heart and being able to recite it in front of a class. If you scaffold this lesson to suit a higher level of proficiency, the major challenge would be being able to understand what a syllable is.

SKILLS BUILT:

- Reading
- speaking

MATERIALS NEEDED:

- Coloring pencils
- Big sheets of drawing paper
- scissors

Name:

Date:

color me mine

If you're not having a great day
Your colors are blue and gray
But if everything is happy and A-okay
Then you've got some yellow coming your way

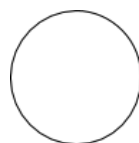
Pink and orange are here for the fun
After all, they are the colors of the sun
Now we have purple, what a nasty one
It shows you are jealous of someone

When my anger blows up my head
Then my color of the day is red
But if I am zen, it has been said
That green is the color to feel in bed

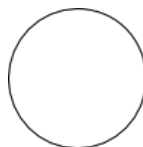
COMPREHENSION CHECK

Reread the poem to draw in the corresponding feeling for each face.

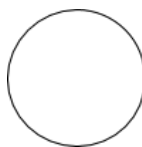
Blue/gray



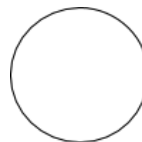
Yellow



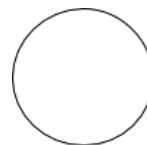
Pink/orange



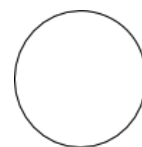
Purple



Red



Green



ACTIVITY


Each story expresses one of the emotions from the poem. Write down the name of that emotion plus color in the square with the corresponding color.

This exercise is in Appendix: Color Me Mine Document 1

- a). One day at school, Mary and Alice were going to race each other to the schoolyard swings and back. When Alice won, Mary wanted the people to stop cheering for Alice and to start cheering for her.

A: Mary is **jealous** of Alice. 

b). Michael and his friend were playing catch in the front yard. His friend accidentally threw the ball and broke the window. Michael's mom shouted at both boys and told them to come clean up the mess.

A: Michael's mom is **mad/angry**. 


c). Jessie didn't want to talk about anything to anyone. She had studied so hard for the test and she still got a very bad grade.

A: Jessie is **sad**. 

d). After a long day at work, Holden likes to sit in his living-room and do twenty minutes of meditation and twenty minutes of yoga. When he is done, he feels very relaxed.

A: Holden feels **zen**. 

e). Once the referee blew the final whistle, all the members on the winning team jumped up and down clapping their hands in pure joy.

A: The team is **happy**. 

create:

Fill in the grid with emotions that are not listed in the poem and associate them with new colors:

You can draw this grid on the board and they must recreate it in their notebook.

COLORS	emotions

ACTIVITY

On the sheet of paper (size A2) write the entire poem wherever on the page you would like it to be.

Then draw a drawing representing the meaning of the poem.

HOMEWORK

This section will be done over several days maybe even a of couple weeks.

Have them the entire poem by heart by breaking it up into one stanza to learn at a time.

or

You can split the class up into groups of three. Each student learns one stanza and then they recite the entire poem as a group in front of the whole class. Each group must go.



APPENDIX

color me mine: DOCUMENT 1

Name:

DATE:

ACTIVITY

Each story expresses one of the emotions from the poem. Write down the name of that emotion plus color in the square with the corresponding color.

a). One day at school, Mary and Alice were going to race each other to the schoolyard swings and back. When Alice won, Mary wanted the people to stop cheering for ALice and to start cheering for her.

A: Mary is of Alice.

b). Michael and his friend were playing catch in the front yard. His friend accidentally threw the ball and broke the window. Michael's mom shouted at both boys and told them to come clean up the mess.

A: Michael's mom is

c). Jessie didn't want to talk about anything to anyone. She had studies so hard for the test and she still got a very bad grade.

A: Jessie is

d). After a long day at work, Holden likes to sit in his living-room and do twenty minutes of meditation and twenty minutes of yoga. When he is done, he feels very relaxed.

A: Holden feels

e). Once the referee blew the final whistle, all the members on the winning team jumped up and down clapping their hands in pure joy.

A: The team is

HOW CAN THIS BE ADAPTED

If you want to use this idea for a higher level of proficiency as well as older students, you can use excerpts from Arthurian Mythology texts. There are lots of colors associated with deeper meaning.

If the class is older, you rewrite the short stories so that they are more difficult. Furthermore, you can add a few exercises on syllable counting, different rhyming schemes, and have them write their own poem

MY BODY

Duration of class: 1h

GOALS: in this lesson the students will learn about the respiratory and digestive system in a very simplified way.

DIFFICULTIES: no particular anticipated challenges

SKILLS BUILT

- Reading
- Listening

MATERIALS NEEDED

- Red, pink, gray and blue cardboard paper
- straws
- Scissors
- Big brown paper bag (big enough to wear as a poncho)
- Ziplock bags
- Black sharpie
- Glue & tape
- Finished paper towel roll

MY BODY

Our body has several organs that help it work correctly. Our brain is in our skull. It helps control everything our body does. Our heart beats to keep the blood flowing throughout our body. Our lungs help us breathe. We have two lungs: our right lung, and our left lung.

When we eat food or drink liquids like juice and water, it goes down the esophagus into our stomach. The esophagus is a tube that goes from our mouth all the way to the stomach.

LISTENING

Read the text out loud twice so the students can fill out the blanks.

This exercise can be found in Appendix: My Body Document 1

Our **body** has several **organs** that help it work correctly. Our **brain** is in our skull. It helps **control** everything our body does. Our **heart** beats to keep the **blood** flowing throughout our body. Our **lungs** help us **breathe**. We have two lungs: our right lung, and our left lung.

When we **eat** food or **drink** liquids like juice and water, it goes down the esophagus into our **stomach**. The esophagus is a tube that goes from our **mouth** all the way to the stomach.

COMPREHENSION CHECK

Circle true or false if the statement is correct or not. If it is incorrect then circle false and correct the statement.

This exercise can be found in Appendix: My Body Document 1

1. We have two lungs: the upper one and lower one. T/ **F**
The right one and the left one
2. The esophagus leads to the stomach. **T**/F
3. The human body is controlled by the skull. T/ **F**
Our brain inside our skull controls our body.

4. There is only one organ in our body.

T/ **F**

There are several organs. Several means many.

PROJECT

STEP 1:

Hand out all of the supplies to the students. They should each get:

- One brown paper bag
- Three ziplock bags
- Two straws
- One photocopy of outlined right lung and one left lung (red cardboard paper)
- One photocopy of outlined heart (pink cardboard paper)
- One paper towel roll
- Tape and glue + scissors

STEP 2:

Help students cut a hole for their head at the bottom of the paper bag and two holes on the thinner sides for their arms. Then place the paper bag on their desk.

Have the students cut out the two lungs and heart. Show them to glue the right lung on the right, the left lung on the left of the paper bag. This should be done on the big flat side. Then the heart needs to be glued in the middle of the chest of the paper bag on top of the two lungs.

STEP 3:

Tape the end of the paper towel roll to one of the ziplock bags so that the end looks like a pouch.

Do the same with the straws and the two remaining ziplock bags. You should be able to blow in the straws to inflate the ziplock bags.

STEP 4:

Tape the straws on top of the lungs. One straw+ziplock for each lung. Make sure that when the child wears the paper bag like a poncho they are able to reach the straws to blow into them.

Tape the paper towel roll on top of the heart so that it runs down towards the ground. The ziplock needs to be at the bottom of the front of the bag.

STEP 5:

Have the students write the names of the different organs.

- Left lung on left ziplock lung

- Right lung on right ziplock lung
- Esophagus on the paper towel roll
- Stomach on the ziplock at the bottom of the esophagus
- Heart on the heart glued to the paper bag

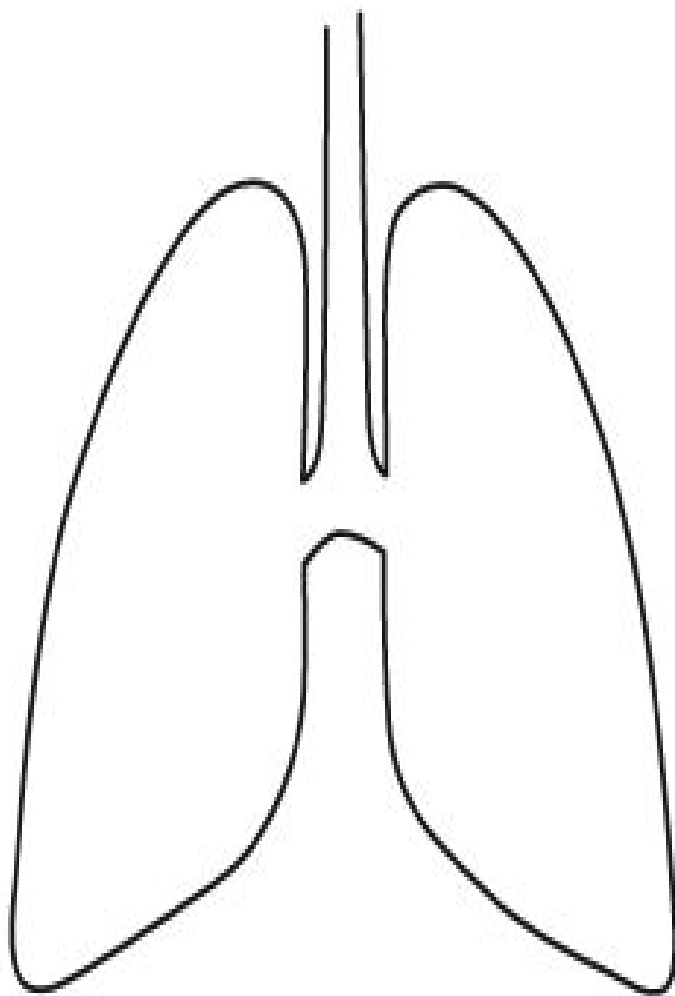
STEP 6:

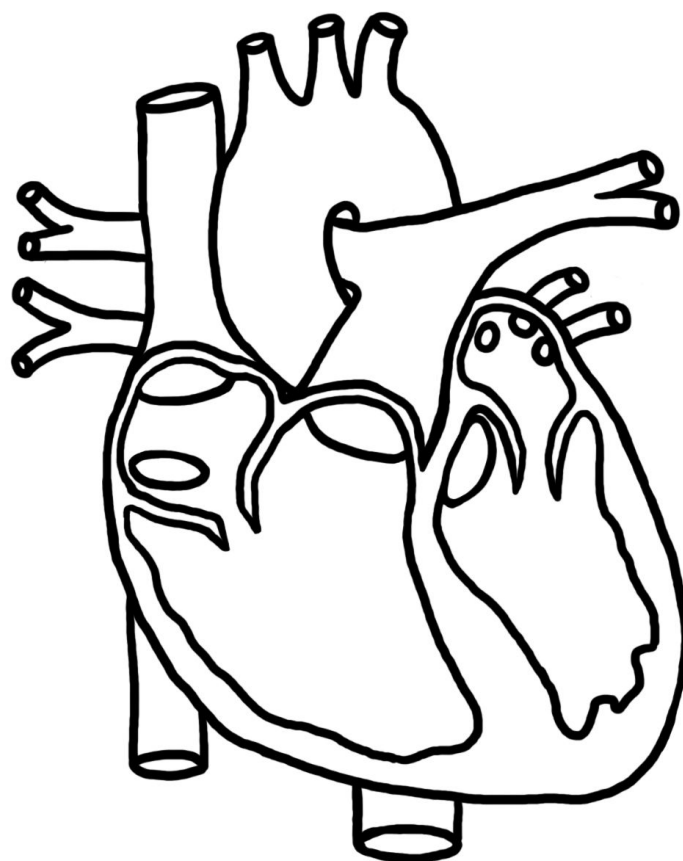
Have fun going over the different organs with your students! You can have them blow into their lungs to show them breathing. You drop candy down the esophagus so that it falls into the stomach. ENJOY!



APPENDIX

MY BODY: DOCUMENT 1





MY BODY: DOCUMENT 2

Name:

Date:

MY BODY

LISTENING

Listen to the teacher read the text and fill in the blanks with the missing words. The teacher will read the text twice.

Our has several that help it work correctly. Our is in our skull. It helps everything our body does. Our beats to keep the flowing throughout our body. Our help us We have two lungs: our right lung, and our left lung.

When we food or liquids like juice and water, it goes down the esophagus into our The esophagus is a tube that goes from our all the way to the stomach.

COMPREHENSION CHECK

Circle true or false if the statement is correct or not. If it is incorrect then circle false and correct the statement.

1. We have two lungs: the upper one and lower one. T/F

.....

2. The esophagus leads to the stomach. T/F

.....
.....
.....

3. The human body is controlled by the skull. T/F

.....
.....
.....

4. There is only one organ in our body. T/F

.....
.....
.....

HOW TO

Duration of class: 1h

GOALS: learn how to use the imperative to give instructions

DIFFICULTIES: the anticipated challenges involve using technology. The students will have to use computers and this may prove difficult when editing.

SKILLS BUILT

- Reading
- Writing
- speaking

MATERIALS NEEDED

- Access to a picture taking device
- Access to a computer

All this is needed at home, not in the classroom.

HOW TO HOW TO GET TO SCHOOL



1. Wake up when the alarm goes off



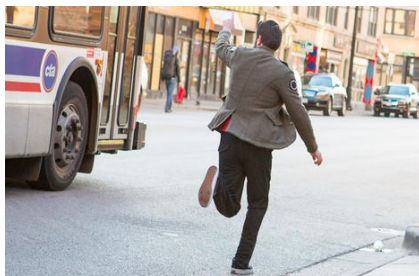
2. Eat Breakfast



3. Get ready.



4. Walk to the bus stop.



5. Don't miss the bus.



6. Sit in your spot at school.

Show the example of How to get to School. Go over different steps with the students.

grammar: THE IMPERATIVE

WHAT IS THE IMPERATIVE?

It is the tense when giving an order or instructions.

Ex: **Eat your vegetables!**

HOW IS IT MADE?

You use the base form of the verb. Usually there is no explicit subject.

HOME PROJECT:

STEP 1:

Each student is to come up with their own How To. They have to have a minimum of 6 steps. This part can be done in class.

STEP 2:

At home they are to take a picture for each step. Set up like the example of How To Get To School and bring back a printed version to class.

STEP 3:

Separate the class into small groups in which the students will share their How Tos.

Write the different steps on the board and have the students copy them into their notebooks.

Images used

https://www.google.com/search?biw=1366&bih=601&tbm=isch&sa=1&q=kid+arts+and+crafts&oq=kid+art+s+&gs_l=img.3.0.0j0i30l2j0i8i30l3j0i24l2.68249.68249.0.69635.1.1.0.0.0.81.81.1.1.0.0.0.1c.1.64.img..0.1.79.KYl-96vt3LA#imgsrc=ptDJdixLc_oxFM%3A
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